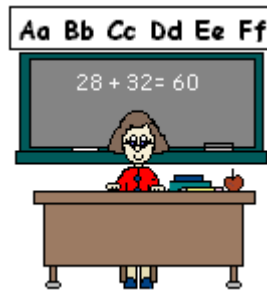# Adair County

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28 + 32= 60

Certified Evaluation Plan

Reviewed/Updated

July 2007

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent of Education and composed of an equal number of teachers and administrators.

All certified personnel will be oriented annually to the evaluation process and criteria for evaluation prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth plan that shall be aligned with school and/or district professional development goals and comply with the requirements of 704 KAR 3:345.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually. The superintendent will be evaluated by the board of education.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

All monitoring and observations will be conducted openly with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

Each person evaluated will have both formative/summative conferences with the evaluator regarding their performance.

Each evaluatee shall be given a copy of their summative evaluation and it shall be filed in the personnel records using the appropriate forms.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed and any substantive revisions will be submitted to the Department of Education.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on <u>July 19, 2007.</u>

Darrell Treece   <u>July 19, 2007</u>
Signature of the Superintendent   **Date**

Michael Harris   <u>July 19, 2007</u>
Signature of the Board Chairperson   **Date**

2007 Certified Evaluation Committee

Teachers   Administrators

Georgann Flowers   **Mike Akin**
Donna Graves   **Jane Branham**
Jim Moss   **Robbie Harmon**
Pam Phipps   **Patty Jones**
Angie Pierce   **Brenda Mann**
Jeana Pike   **Sue McQueary**
Tammy Rich   **Alma Rich**
Donna Shirley   **Darrell Treece**
Ellen Zornes   **Troy Young**

APPEALS PANEL   JULY 1, 2007-JUNE 30, 2010

Brenda Mann
Kim Goodin
Steve Turner

Alternates:

Pam Geisselhardt

Contact Person for the District: Phyllis Curry

EVALUATION ARTICULATION

Performance evaluation is a process by which needs for professional growth is identified. The objective of professional growth is that all professionals work cooperatively in achieving growth objectives and goals that will in turn facilitate and enhance student learning.

ORIENTATION:

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with **all certified employees** no later than the end of the first month of reporting for employment for each school year. All employees who are newly hired during the school year will receive training within their first month of employment.

PROCESS:

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. The principal must initial the summative evaluation. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by other trained personnel.

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

In cases where an employee is shared between two or more schools, each principal of the involved schools will conduct a minimum of one formative observation and conference. The principal of the home-based school will write the summative evaluation and have a conference with the employee. The evaluator conducting the summative evaluation will be responsible for obtaining and including input from the other principals involved.

All certified personnel shall have the opportunity to respond in writing to all or any part of the observation or summative evaluation and may request that this written response be included in the employee's personnel file.

4

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

The evaluation cycle shall include the components of formative observations (data collection), conferences, summative evaluation (decision-making), and professional growth plan for each certified employee. The following delineates the **minimum** requirements by law and the school district for each class of certified employee.

Teacher Intern: The intern shall be evaluated in accordance with the Kentucky Teacher Internship Program (KTIP). This guideline calls for a **minimum** of three (3) formative observations by the internship committee. Since the internship program is for the purpose of certification, the district shall additionally prepare a summative evaluation and a professional growth plan which may be based upon the data gathered through the internship program. This summative evaluation shall be utilized for employment purposes by the district and shall be placed in the intern's personnel file.

Non-tenured Teachers: Teachers with one to four (1-4) years of experience shall be observed formatively a **minimum** of two times annually, culminating with a summative evaluation at the end of each annual cycle.

If a certified employee achieves tenure and received a summative at the end of the fourth year, it is not required that he/she receive another summative evaluation until the seventh year of continuous employment.

Tenured Teachers: Teachers with more than four (4) years experience shall be observed formatively a **minimum** of one (1) time within a three-year period, culminating with a summative evaluation at the end of the three-year cycle. In addition to the formative observation, there will be a **minimum** of an annual informal visit (ex. "walk-through") with relevant documentation during this three-year period prior to the summative evaluation.

Experienced Administrators: Administrators with more than one year of experience will be evaluated annually. There will be a **minimum** of one (1) formative observation during the year prior to the summative evaluation and professional growth plan at the end of the cycle.

As stated before, each evaluation cycle for the above named personnel will consist of formative observations, pre- and post conferences, annual review and revision of the professional growth plan and summative conference/evaluation.

The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement and shall be reviewed annually.

The evaluation process developed for the superintendent by the local board shall include opportunities for professional growth of the superintendent, pursuant to KRS 156.111 and 704 KAR 3:406.

Note: All observations delineated above are **minimums** and the primary evaluator may observe performance as often as s/he deems necessary.

In addition to the district adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

CORRECTIVE ACTION PLANS:

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives a "Does Not Meet" on the summative form. The primary evaluator will develop the corrective action plan. He/she may consult with additional school administrators, district administrators, or content specialists that may provide assistance in correcting deficiencies. A corrective action plan may be developed for two purposes:

(1) Any time improvement is needed to correct one or more critical deficiencies in performance standards that cannot wait for the formal observation and summative conference.

(2) After the formal observation and during the summative evaluation conference. When the corrective action plan is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another may be added.

If either/both of the above situations occur, the primary evaluator may develop the Corrective Action Plan by:

1. Listing the standard not met
2. Describing the desired outcome of goal or objective
3. Listing procedures and activities for achieving the goal or objective
4. Including any support personnel
5. Setting target dates for improvement
6. Getting input (comments) from evaluatee

7. Obtaining signatures of evaluator and evaluatee
8. Documenting process of review meetings

Corrective action plans will be reviewed continuously by the primary evaluator until performance is judged to meet the evaluation standards. Review findings will be documented on the Corrective Action Plan form.

After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Superintendent.

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30.

Glossary of Evaluation Terms and Definitions
(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.101.
704 KAR 3:345, and KRS 160.345 (2).

Administrator: any staff person who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant directors, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.

Appeals: a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

ARC: Admissions and Release Committee

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performance at any time during the school year. Specific assistance and activities are identified and progress monitored.

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: a committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: a plan, which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

Evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

Formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Formal observation: a scheduled classroom observation of a lesson.

GSSP: Gifted Student Service Plan

Indicators: measurable behaviors and outcomes, which demonstrate performance

Job category: term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director

LEA: Local Education Agency

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Position: a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

Pre-conference: a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time of the observation(s).

Primary evaluator: the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Professional growth plan: an individual plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific goals and objectives of the school improvement, professional development and/or comprehensive plans.

Post-conference: a meeting between the evaluator and the evaluatee to analyze the results of observations(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.

Summative evaluation: the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.

Teacher: any certified staff person who directly instructs students.

Professional Growth and Evaluation Process
New and Experienced Teachers

Non-Tenured	Tenured
One (1) through four (4) years	**More than four (4) years**
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.	
Formative Phase *(data collection)*	
Pre-Conference Form (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	Pre-Conference Form (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
Formative Observations *1. Minimum of two (2) per year when results are satisfactory. 2. Prior to each formative conference *More observations shall occur when results are unsatisfactory	Formative Observations *1. Minimum of one (1) every (3) three-year period results are satisfactory 2. Evaluator/Evaluatee 3. Within one (1) work-week (5 working days) following each formal classroom observation 4. Open discussion of observation and feedback to teacher regarding performances/products 5. Discuss/establish/revise individual professional growth plan/activities *Multiple conferences shall occur when observation results are unsatisfactory

Summative Phase *(decision-making)*	
Summative Conference (post)	Summative Conference (post)
1. Discussion between person evaluated and evaluator 2. Once each year 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report provided to person evaluated 6. Establish/revise individual professional growth plan	1. Discussion between person evaluated and evaluator 2. Once every (3) three-year period 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report provided to person evaluated 6. Establish/revise individual professional growth plan
Summative Evaluation	Summative Evaluation
1. Once a year 2. Summary/conclusions from all evaluation date (formative and summative) 3. Written evaluation report	1. Minimum of one (1) every (3) three year period 2. Summary/conclusions from all evaluation data (formative and summative) 3. Written evaluation report

District teacher personnel files <u>shall contain:</u>
1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.
2. Individual professional growth plan per teacher/per evaluation cycle (review/revised as needed.)
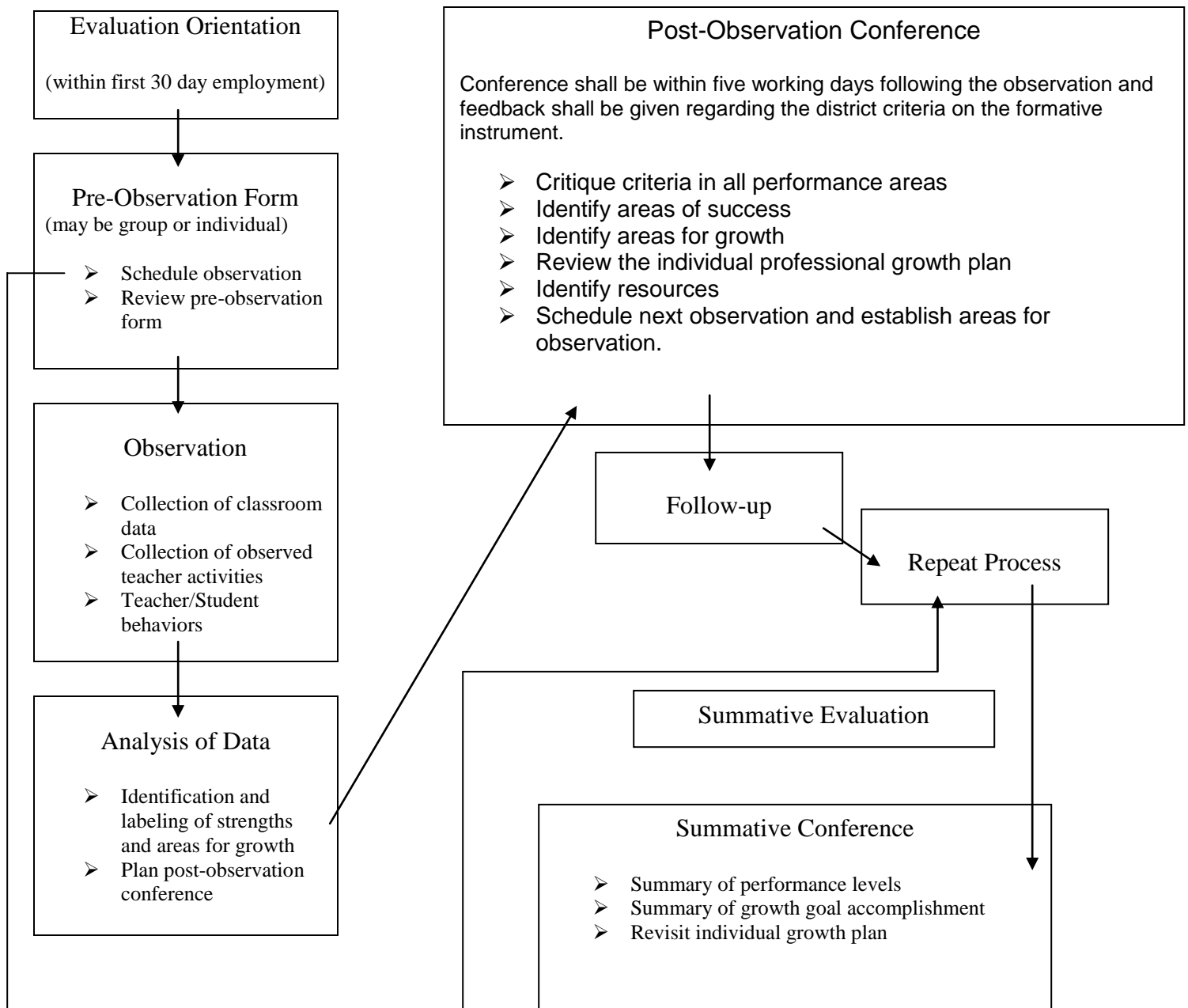3. Intern records maintained according to KTIP 704 20:690

Teacher Performance
Appraisal Process

The evaluation process for teachers should include **a minimum of two observations for non-tenured** and **a minimum of one observation for tenured teachers**, and other formative data collection activities culminating in the completion of the district's summative evaluation form. The **individual professional growth plan is completed annually** and is aligned with the school Comprehensive Plan and Evaluation Standards.

The success of the evaluation process is predicated upon the knowledge, attitude and skills of the evaluator.

Formative Evaluation

Evaluation Orientation
(within first 30 day employment)

Pre-Observation Form
(may be group or individual)
➢ Schedule observation ➢ Review pre-observation form

Observation
➢ Collection of classroom data ➢ Collection of observed teacher activities ➢ Teacher/Student behaviors

Analysis of Data
➢ Identification and labeling of strengths and areas for growth ➢ Plan post-observation conference

Post-Observation Conference
Conference shall be within five working days following the observation and feedback shall be given regarding the district criteria on the formative instrument.
➢ Critique criteria in all performance areas ➢ Identify areas of success ➢ Identify areas for growth ➢ Review the individual professional growth plan ➢ Identify resources ➢ Schedule next observation and establish areas for observation.

Follow-up

Repeat Process

Summative Evaluation

Summative Conference
➢ Summary of performance levels ➢ Summary of growth goal accomplishment ➢ Revisit individual growth plan

Adair County Schools Evaluation Cycle Timeline for
Management of Professional Growth Plan and Data Collection

Step	Timeline
1. Build Individual Professional Growth Plan-all certified employees	1. * As early as MAY 1 of the preceding school year, and *employees hired after MAY 1 should complete the plan one month after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	2. *Each August, with all certified personnel *No later than the END of 1st MONTH of employees reporting for employment
3. Implement Professional Growth Plan or Individual Corrective Action Plan	3. *As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed
4. Conduct formal observations and conferences for data collection regarding performance of employee:	4. *Conferences are to follow classroom observations by no more than five working days.
a. Classroom teachers: Non-Tenured Teacher Interns – will follow timeline as designated by KTIP policies	a. Pre-observation form completed prior to observation
b. Classroom Teachers: Non-Tenured	b. Two observations and conferences per school year: (one (1) per semester) Summative conference may occur at anytime during school year but no later than APRIL 15
c. Classroom Teachers: Tenured	c. A formal observation and a Summative conference may occur at anytime but at least once every 3 years by MAY 15
d. Administrators	d. Summative conference may occur at Anytime but shall be completed by JUNE 15 annually.
5. All Certified Staff	5. *At any time, letters and memos regarding performance may be written. These letters and memos become part of the evaluation folder.
6. Continuous/Observations/Conference/Corrective Action Plans.	6. *At any time prior notice is not required.
7a. Assess results, review/revise the current year's Individual Professional Growth Plan	7a. No later than MAY 15
7b. Principal recommendations for non-renewal of contract.	7b. In writing to the Superintendent no later than APRIL 15
8. All completed summatives and Individual Professional Growth Plans should be filed at Central Office.	8. No later than MAY 15 for regular certified staff evaluated and JUNE 15 for administrators evaluated.

Evaluation Standards And Performance Criteria for Teachers

Evaluation Standards and Performance Criteria for Teachers

Standard 1: Demonstrates Professional Leadership
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

1.1   Builds positive relationships within and between school and community.
1.2   Promotes leadership potential in colleagues.
1.3   Participates in professional organizations and activities.
1.4   Writes and speaks effectively.
1.5   Contributes to the profession knowledge and expertise about teaching and learning.
1.6   Guides the development of curriculum and instructional materials.
1.7   Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
1.8   Initiates and develops educational projects and programs.
1.9   Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
1.10   Follows proper channels to address issues and problems.
1.11   Meets assigned time frames as stipulated.
1.12   Serves on various school/district committees.
1.13   Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
1.14   Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations and the Professional Code of Ethics for Kentucky Certified School Personnel as required under KRS 161. 028 by the Educational Professional Standards Board.

Standard 2: Demonstrates Knowledge of Content
The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

2.1   Communicates a breadth of content knowledge across the discipline(s) to be taught.
2.2   Communicates a current knowledge of discipline(s) taught.
2.3   Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
2.4   Arranges instructional materials/media/equipment/technologies to maximize learning opportunities
2.5   Connects content knowledge to real-world applications.
2.6   Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.7   Analyzes sources of factual information for accuracy.
2.8   Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.9   Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication sills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge.

3.1   Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
3.2   Develops instruction that requires students to apply knowledge, skills, and thinking processes.
3.3   Integrates skills, thinking processes, and content across disciplines.
3.4   Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
3.5   Creates and uses learning experiences that are developmentally appropriate for learners.
3.6   Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
3.7   Arranges the physical classroom to support the types of teaching and learning that are to occur.
3.8   Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.9   Develops and implements appropriate assessment processes.
3.10   Secures and uses a variety of appropriate school and community resources to support learning.
3.11   Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.12   Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1   Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
4.2   Maintains positive classroom interaction by establishing appropriate expectations during group activities.
4.3   Shows consistent sensitivity to individuals and responds to students objectively.
4.4   Shows flexibility and creativity in the development of classroom processes and instructional procedures.
4.5   Locates and organizes materials and equipment to create an enriched multimedia environment.
4.6   Encourages and supports individual and group inquiry.
4.7   Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.8   Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.9   Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1   Communicates specific goals and high expectations for learning.
5.2   Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
5.3   Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.

5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.

5.6 Stimulates students to reflect on their own ideas and those of others.

5.7 Uses appropriate questioning strategies to help students solve problems and to think critically.

5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.

5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.

5.11 Makes effective use of media and technologies

5.12 Makes efficient use of physical and human resources and time.

5.13 Provides opportunities for students to use and practice what is learned.

5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1 Selects and uses appropriate assessments.

6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning
The teacher reflects on and evaluates teaching/learning.

7.1 Assesses and analyzes the effectiveness of instruction.

7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

8.2   Discusses with parents, students and others the purpose and scope of the collaborative effort.
8.3   Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.4   Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
8.5   Secures and makes use of school and community resources that present differing viewpoints.
8.6   Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.7   Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8.8   Analyzes previous collaborative experiences to improve future experiences.
8.9   Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

9.1   Establishes priorities for professional growth.
9.2   Analyzes student performance to help identify professional development needs.
9.3   Solicits input from others in the creation of individual professional development plans.
9.4   Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.5   Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

10.1   Operates a multimedia computer and peripherals to install and use a variety of software.
10.2   Uses terminology related to computers and technology appropriately in written and verbal communication.
10.3   Demonstrates knowledge of the use of technology in business, industry, and society.
10.4   Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
10.5   Creates multimedia presentations using scanners, digital cameras, and video cameras.
10.6   Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.7   Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.8   Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.9   Designs lessons that use technology to address diverse student needs and learning styles.
10.10   Practices equitable and legal use of computers and technology in professional activities.
10.11   Facilitates the lifelong learning of self and others through the use of technology.
10.12   Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.13   Applies research-based instructional practices that use computers and other technology.
10.14   Uses computers and other technology for individual, small group, and large group learning activities.
10.15   Uses technology to support multiple assessments of student learning.

10.16   Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards And Performance Criteria for Administrators

Evaluation Standards and Performance Criteria
for Education Administrators
(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
Performances – The administrator facilitates processes and engages in activities ensuring that:

1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
1.3 the core beliefs of the school vision are modeled for all stakeholders
1.4 the vision is developed with and among stakeholders
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated
1.6 progress toward the vision and mission is communicated to all stakeholders
1.7 the school community is involved in school improvement efforts
1.8 the vision shapes the educational programs, plans, and actions
1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.10 assessment data related to student learning are used to develop the school vision and goals
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.12 barriers to achieving the vision are identified, clarified, and addressed
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
1.14 existing resources are used in support of the school vision and goals
1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**
Performances – The administrator facilitates process and engages in activities ensuring that:

2.1 all individuals are treated with fairness, dignity, and respect
2.2 professional development promotes a focus on student learning consistent with the school vision and goals
2.3 students and staff feel valued and important
2.4 the responsibilities and contributions of each individual are acknowledged
2.5 barriers to student learning are identified, clarified, and addressed
2.6 diversity is considered in developing learning experiences
2.7 life long learning is encouraged and modeled
2.8 there is a culture of high expectations for self, student, and staff performance
2.9 technologies are used in teaching and learning
2.10 student and staff accomplishments are recognized and celebrated
2.11 multiple opportunities to learn are available to all students
2.12 the school is organized and aligned for success

2.13   curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined

2.14   curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

2.15   the school culture and climate are assessed on a regular basis

2.16   A variety of sources of information is used to make decisions

2.17   student leaning is assessed using a variety of techniques

2.18   multiple sources of information regarding performance are used by staff and students

2.19   A variety of supervisory and evaluation models is employed

2.20   pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances – The administrator facilitates processes and engages in activities ensuring that

3.1   knowledge of learning, teaching, and student development is used to inform management decisions

3.2   operational procedures are designed and managed to maximize opportunities for successful learning

3.3   emerging trends are recognized, studied, and applied as appropriate

3.4   operational plans and procedures to achieve the vision and goals of the school are in place

3.5   collective bargaining and other contractual agreements related to the school are effectively managed

3.6   the school plant, equipment, and support systems operate safely, efficiently, and effectively

3.7   time is managed to maximize attainment of organizational goals

3.8   potential problems and opportunities are identified

3.9   problems are confronted and resolved in a timely manner

3.10   financial, human, and material resources are aligned to the goals of schools

3.11   the school acts entrepreneurially to support continuous improvement

3.12   organizational systems are regularly monitored and modified as needed

3.13   stakeholders are involved in decisions affecting schools

3.14   responsibility is shared to maximize ownership and accountability

3.15   effective problem-framing and problem-solving skills are used

3.16   effective conflict resolution skills are used

3.17   effective group-process and consensus-building skills are used

3.18   effective communication skills are used

3.19   there is effective use of technology to manage school operations

3.20   fiscal resources of the school are managed responsibly, efficiently, and effectively

3.21   A safe, clean, and aesthetically pleasing school environment is created and maintained

3.22   human resource functions support the attainment of school goals

3.23   confidentiality and privacy of school records are maintained

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources**.

Performances – The administrator facilitates processes and engages in activities ensuring that:

4.1	high visibility, active involvement, and communication with the larger community is a priority
4.2	relationships with community leaders are identified and nurtured
4.3	information about family and community concerns, expectations, and needs is used regularly
4.4	there is outreach to different business, religious, political, and service agencies and organizations
4.5	credence is given to individuals and groups whose values and opinions may conflict
4.6	the school and community serve one another as resources
4.7	available community resources are secured to help the school solve problems and achieve goals
4.8	partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
4.9	community youth family services are integrated with school programs
4.10	community stakeholders are treated equitably
4.11	diversity is recognized and valued
4.12	effective media relations are developed and maintained
4.13	A comprehensive program of community relations is established
4.14	public resources and funds are used appropriately and wisely
4.15	community collaboration is modeled for staff
4.16	opportunities for staff to develop collaborative skills are provided

Standard 5: Integrity, Fairness, Ethics
A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner**
Performances – The administrator facilitates process and engages in activities ensuing that:

5.1	examines personal and professional values
5.2	demonstrates a personal and professional code of ethics
5.3	demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
5.4	serves as a role model
5.5	accepts responsibility for school operations
5.6	considers the impact of one's administrative practices on others
5.7	uses the influence of the office to enhance the educational program rather than for personal gain
5.8	treats people fairly, equitably, and with dignity and respect
5.9	protects the rights and confidentiality of students and staff
5.10	demonstrates appreciation for and sensitivity to the diversity in the school community
5.11	recognized and respects the legitimate authority of others
5.12	examines and considers the prevailing values of the diverse school community
5.13	expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.14	opens the school to public scrutiny
5.15	fulfills legal and contractual obligations
5.16	applies laws and procedures fairly, wisely, and considerately

Standard 6: Political, Economic, Legal
A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**
Performances – The administrator facilitates process and engages in activities ensuring that:

6.1   the environment in which schools operate is influenced on behalf of students and their families
6.2   communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
6.3   there is ongoing dialogue with representatives of diverse community groups
6.4   the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6.5   public policy is shaped to provide quality education for students
6.6   lines of communication are developed with decision makers outside the school community

Evaluation Standards And Performance Criteria for Library/Media Specialist

Evaluation Standards and
Performance Criteria for Media Specialist

Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center

1.1   Plans long-range goals of the library media center program with faculty, administration, and students.
1.2   Plans the budget with the administration, school-based councils and-or advisory committees, based on the needs and objectives of the library media center program.
1.3   Administers the budget according to the goals and objectives of the program.
1.4   Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
1.5   Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
1.6   Administrates a library media program that utilizes flexible access.
1.7   Develops plans for maintaining a technologically current facility and program.
1.8   Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
1.9   Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
1.10   Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
1.11   Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
1.12   Is responsible for the proper use of the facility, materials, and equipment.
1.13   May plan and/or participate in special projects or proposals, e.g. book fairs.
1.14   Trains and supervises library media center clerical staff, volunteers, and student helpers.

Standard 2: Provides Exemplary Resources Through Collection Development

2.1   Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
2.2   Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
2.3   Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations.
2.4   Maintains a professional collection, including selections for diverse populations.
2.5   Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
2.6   Keeps a card or automated catalog current.
2.7   Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
2.8   Makes general repairs, weeds collection, and takes annual inventory.

Standard 3: Provides Effective Library Media Services

3.1   Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.

3.2   Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.

3.3   Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.

3.4   Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.

3.5   Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

3.6   Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.

3.7   Assists faculty in the selection of materials to supplement instruction.

3.8   Establishes positive rapport with staff and students.

3.9   Makes the library media center and its resources accessible to students and faculty.

3.10 Provides orientation for new faculty and students.

3.11 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services.

3.12 Facilitates the circulation of materials among schools in the district or with other agencies.

3.13 Is available as a personal resource for all students and faculty.

3.14 Provides the resources and promotes recreational reading for the school community.

Standard 4: Enables Students to Become Effective Information Users

4.1   Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform, core content, and academic expectation.

4.2   Informally evaluates individual and group needs and provides appropriate learning experiences.

4.3   Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.

4.4   Provides for independent and cooperative group learning.

4.5   Guides students in the selection of appropriate resources.

4.6   Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.

4.7   Promotes appreciation of various forms of literature emphasizing the highest quality.

4.8   Encourages students to develop lifelong reading listening, viewing, critical thinking skills, and become skilled in all modes of communication.

4.9   Incorporates the use of technology in accessing information.

4.10 Assists students in the use of multi-media for completed projects.

Standard 5: Manages Student Behavior

5.1   Established/maintains behavioral expectations (class rules) of students.

5.2   Monitors students' behaviors according to local school/district policies and procedures.

5.3   Reinforces acceptable student behaviors with genuine specific praise.

5.4   Holds each student accountable for his/her own behaviors.

5.5   Manages disruptive behavior constructively while maintaining instructional momentum.

5.6   Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.

5.7   Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Standard 6: Communicates Effectively

6.1   Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.

6.2   Speaks distinctly and clearly.
6.3   Adjusts volume and tone for emphasis.
6.4   Models correct grammar and pronunciation.
6.5   Provides clear instructions.
6.6   Shares student expectations, criteria for assessment, student progress with parents in meetings, conferences, written progress reports, etc.
6.7   Displays awareness of space and presence when interacting with others.
6.8   Maintains positive interactions with others.
6.9   Makes effective uses of non-verbal cues, expressions, gestures, etc.

Standard 7: Exhibits Professionalism

7.1   Evaluates self to identify needs for instructional improvement.
7.2   Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
7.3   Reviews professional growth plan annually and revises plan as needs/goals/change.
7.4   Participates in professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)
7.5   Shares instructional materials, information, and ideas with colleagues.
7.6   Strives to improve instruction on a consistent basis.
7.7   Maintains appropriate confidentially regarding students' behaviors and performances.
7.8   Upholds and models Kentucky's School Personnel Code of Ethics.
7.9   Encourages professional growth of peers.

Standard 8: Meets Job Expectations/Descriptions

8.1   Follows proper channels to address issues and problems
8.2   Meets assigned time frames as stipulated.
8.3   Serves on various school/district committees.
8.4   Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
8.5   Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 9: Demonstrates Implementation of Technology

The media specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

9.1   Operates a multimedia computer and peripherals to install and use a variety of software.
9.2   Uses terminology related to computers and technology appropriately in written and verbal communication.
9.3   Demonstrates knowledge of the use of technology in business, industry, and society.
9.4   Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
9.5   Creates multimedia presentations using scanners, digital cameras, and video cameras.
9.6   Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

9.9 Designs lessons that use technology to address diverse student needs and learning styles.

9.10 Practices equitable and legal use of computers and technology in professional activities.

9.11 Facilitates the lifelong learning of self and others through the use of technology.

9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.

9.13 Applies research-based instructional practices that use computers and other technology.

9.14 Uses computers and other technology for individual, small group, and large group learning activities.

9.15 Uses technology to support multiple assessments of student learning.

9.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards And Performance Criteria for School Counselors

Evaluation Standards and Performance Criteria for School Counselors

Standard 1: Program Management, Research, and Evaluation

Develops a process and procedure for planning, implementation and evaluation of a comprehensive developmental program of guidance and counseling.

1.1   Defines needs and priorities.
1.2   Determines objectives.
1.3   Communicates with stakeholders, including school councils, about the design, importance and effectiveness of the program.
1.4   Organizes personnel, physical resources and activities to accomplish needs, priorities and objectives specified school plans.
1.5   Evaluates the program to assure its contribution to the school's mission and goals.
1.6   Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

Provides a developmental, preventive, guidance program within the school

2.1   Assess the developmental need of students.
2.2   Address academic expectations and school-to-work initiatives.
2.3   Prepares students for successful transitions.
2.4   Evaluates the results of the curriculum's impact.
2.5   Modifies the curriculum as needed to continually meet the needs of students.
2.6   Guides individuals and groups of students through the development of educational and career plans.
2.7   Provides guidance for maximizing personal growth and development.
2.8   Teaches the school developmental guidance curriculum.
2.9   Assists teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

Uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

3.1   Provide a safe, confidential setting in which students present their needs and concerns.
3.2   Promotes wellness.
3.3   Responds to crises.
3.4   Communicates empathy and understanding.
3.5   Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
3.6   Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.7   Intervenes in problem/conflict situations and conducts follow-up sessions.
3.8   Respect and nurture the uniqueness of each student.
3.9   Mediate classroom and student conflict.
3.10   Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

Functions in a cooperative process to assist others to effectively meet the needs of students.

4.1   Consults with parents, faculty, staff, administrators, and others to enhance their work with students.
4.2   Interprets relevant information concerning the developmental needs of students.
4.3   Reduces barriers to student learning through direct referred services.
4.4   Facilitates new student integration into the school environment.

4.5   Works with teachers to provide support for students in a crisis situation.
4.6   Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
4.7   Facilitates successful communication between and among teachers, parents, teachers and students.
4.8   Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.9   Consults with external community and professional resources.

Standard 5: Coordination

Functions as a coordinator in bringing together people and resources in the school, the community and the district for the fullest academic, career, personal, and social development of the students.

5.1   Coordinates with school and community personnel, including school councils, to provide resources for students.
5.2   Uses an effective referral process for assisting students and others to use special programs and services.
5.3   Identifies community agencies for referral of students.
5.4   Maintains cooperative working relationships with community resources.
5.5   Facilitates successful transition from one level of education to the next (i.e. elementary to middle).

Standard 6: Assessment

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

6.1   Participates in the planning and evaluation of the district/school testing program.
6.2   Assesses, interprets and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
6.3   Collaborates with staff concerning assessment of special needs students.
6.4   Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.5   Coordinates students' records to ensure the confidentiality of assessment data.
6.6   Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standard

Acts within legal and within ethical guidelines to accomplish educational purposes.

7.1   Adheres to professional Codes of Ethics of the American Counseling Association, American Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
7.2   Adheres to federal/state laws and regulations related to education and child protection.
7.3   Accepts responsibility for on-going professional development.
7.4   Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5   Is knowledgeable of the position statements of the American School Counselor Association.
7.6   Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Standard 8: Demonstrates Professional Leadership

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

8.1   Builds positive relationships within and between school and community.
8.2   Promotes leadership potential in colleagues.
8.3   Participates in professional organization and activities.
8.4   Writes and speaks effectively.
8.5   Guides the development of curriculum and instructional materials.

8.6   Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities.
8.7   Initiates and develops educational projects and programs.
8.8   Practices effective listening, conflict resolution, and group facilitation skills as a team member.
8.9   Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
8.10   Writes for publication, presents at conferences and provides professional development.
8.11   Works with colleagues to administer and effective learning climate within the school.
8.12   Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.
8.13   Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

<center>**Standard 9: Engages in Professional Development**</center>

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

9.1   Establishes priorities for professional growth.
9.2   Analyzes student performance to help identify professional development needs.
9.3   Solicits input from others in the creation of individual professional development needs.
9.4   Implements knowledge and skills acquired through on-going professional development.
9.5   Modifies own professional development plan to improve performance and to promote student learning.

<center>**Standard 10: Demonstrates Implementation of Technology**</center>

A school counselor uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

10.1   Operates a multimedia computer and peripherals to install and use a variety of software.
10.2   Uses terminology related to computers and technology appropriately in written and verbal communication.
10.3   Demonstrates knowledge of the use of technology in business, industry, and society.
10.4   Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
10.5   Creates multimedia presentations using scanners, digital cameras, and video cameras.
10.6   Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.7   Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.8   Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.9   Designs lessons that use technology to address diverse student needs and learning styles.
10.10   Practices equitable and legal use of computers and technology in professional activities.
10.11   Facilitates the lifelong learning of self and others through the use of technology.
10.12   Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.13   Applies research-based instructional practices that use computers and other technology.
10.14   Uses computers and other technology for individual, small group, and large group learning activities.
10.15   Uses technology to support multiple assessments of student learning.
10.16   Instructs and supervises students in the ethical and legal use of technology.

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten (10) days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request forms provided in the plan. Upon receiving the request, the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel.   The chairperson of the panel shall be elected by the panel for each appeal. No member of the panel shall serve on any appeal on which he/she was the evaluator. No panel member shall serve on any appeal brought by the member's immediate family. Five copies of all documentation to be considered in the appeal shall be made available at the preliminary hearing. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the preliminary hearing and explain procedures for the process. The evaluatee and the evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel. The evaulatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Unless otherwise agreed by both parties, within five (5) working days of the preliminary hearing an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party and witness shall be provided. The panel will have the right to question both the evaluatee and evaluator and all witnesses.

Following the presentation of evidence, the evaluatee and evaluator will leave and the panel will consider all information provided to them. A decision regarding their findings shall be presented, by the chairperson, to the Superintendent within fifteen (15) working days of the filing of the appeal unless otherwise agreed to by both parties. The panel's recommendation must include one of the following:

a. A new evaluation by a second certified evaluator.
b. Uphold the original evaluation.
c. Remove the summative or any part of the summative from the personnel file.

The Superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days, notify the evaluatee, and place a copy in the employee's personnel file. Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Board of Elementary and Secondary Education Appeals Panel.

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Board of Education.

Reference : KRS 156.101 & 704 KAR 345

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be the members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Board of Education shall appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be for three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities at the beginning of the school year (July 1-June 30) for the three-year term. Elections shall be conducted and appointments made during the month of May prior to July 1.

The election shall be conducted by the District Contact person using the following criteria:

Two nominations (certified employees) from each school
District-wide Secret Ballot
One vote per person
All certified employees are given the opportunity to vote

Panel members may seek training through the District Contact person.

EVALUATION APPEALS HEARING REQUEST FORM

I _____ have been evaluated by

_____ during this current school year evaluation cycle. My

disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the _____ School District Evaluation Appeals Panel

to hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was_____

Signature _____ Date _____

{This form shall be presented in person or by mail to any member of the district Evaluation Appeals Panel. The time (or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.}

CERTIFIED EVALUATION APPEALS FORM

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

2. Give specific evidence/reasons to support your objections.

3. At your discretion, share any other information pertinent to this evaluation.

{**This form shall be presented in person or by mail to the chairperson of the district Evaluation Appeals Panel. The time (within ten (10) working days of receipt of the evaluation) is stipulated in the local district evaluation plan.)**

Signature _____ **Date** _____

FORMS

PRE-OBSERVATION CONFERENCE

Teacher _____ Date _____ School _____

Subject _____ Grade _____ Period/Time _____

Academic Expectations (No.'s) _____ Unit of Study/Lesson _____

Instructional Strategies

Teacher Behaviors
- ☐ Monitors behavior
- ☐ Working with small groups
- ☐ Testing students
- ☐ Scribing as needed
- ☐ Clarifying direction
- ☐ Working one-on-one
- ☐ Visiting with groups
- ☐ Sharing samples of work
- ☐ Listening for correctness in responses
- ☐ Assessing students' understanding
- ☐ Other
- ☐ Other
- ☐ Conferences
- ☐ Reading to students
- ☐ Lecture/direct instruction
- ☐ Correcting responses
- ☐ Facilitating learning
- ☐ Modeling skills/process
- ☐ Modeling writing
- ☐ Technology as a tool
- ☐ Introducing concepts with manipulatives
- ☐ Work in groups

Student Behaviors
- ☐ Constructing graphs
- ☐ Drafting
- ☐ Revising
- ☐ Proofreading
- ☐ Presentations
- ☐ Researching
- ☐ Peer tutoring
- ☐ Taking notes
- ☐ Using manipulatives
- ☐ Using technology
- ☐ Work in pairs
- ☐ Designing/constructing
- ☐ Prewriting
- ☐ Editing
- ☐ Conferencing
- ☐ Publishing
- ☐ Discussions
- ☐ Worksheets
- ☐ Using tools
- ☐ Reading
- ☐ Listening
- ☐ Summarizing
- ☐ Games/puzzles

Best Practice Strategies
- ☐ Use of manipulatives
- ☐ Cooperative group work
- ☐ Discussion of the content
- ☐ Questioning and making conjectures
- ☐ Use of calculators, computers, or other technology
- ☐ Connect content to student relevant issues
- ☐ Other
- ☐ Justification of thinking
- ☐ Writing about what has been learned (reflection)
- ☐ Problem-solving approach to instruction
- ☐ Content integration
- ☐ Teacher as facilitator of learning
- ☐ End each lesson through closure activity
- ☐ Higher order thinking questions

Resources
- ☐ ESS
- ☐ Counselor
- ☐ Speaker
- ☐ Other
- ☐ Other
- ☐ Title I
- ☐ Instructional Assistant
- ☐ Consultant/resource
- ☐ Librarian
- ☐ Manipulatives
- ☐ Tools
- ☐ Textbooks
- ☐ Reference materials
- ☐ Videos/TV
- ☐ Computers

Learning Styles/Multiple Intelligences
- ☐ Verbal (linguistic)
- ☐ Mathematical (logical)
- ☐ Musical
- ☐ Kinesthetic (movement)
- ☐ Intrapersonal (reflection)
- ☐ Interpersonal (interaction)
- ☐ Spatial (visual)
- ☐ Naturalist

Assessment Strategies

Ongoing:
- ☐ Anecdotal records
- ☐ Learning logs
- ☐ Open response
- ☐ Peer conference
- ☐ Daily work
- ☐ Oral response(s)
- ☐ Journal
- ☐ Teacher conference

Culminating:
- ☐ Project
- ☐ Open response
- ☐ Textbook test
- ☐ Teacher-made test
- ☐ Portfolio
- ☐ Performance events
- ☐ Individual investigation
- ☐ Other

Intervention Strategies
- ☐ One-on-one
- ☐ Small group
- ☐ Use of technology
- ☐ Use of audio tapes
- ☐ Other
- ☐ Extended time
- ☐ Peer tutoring
- ☐ Scribing
- ☐ Taping responses
- ☐ Prompting and cueing
- ☐ Support personnel
- ☐ Modified time
- ☐ Use of Spec. Ed. Personnel
- ☐ Modified lesson
- ☐ Reading to student(s)
- ☐ Repeating directions

Teacher Signature   Date   Evaluator Signature   Date

Certified Teacher Data Collection Summary
(Formative Observation)

Standards 2-6 and 10 are observed primarily through classroom observation during walk-thrus, using the eWalk instrument during walk-thrus, and during formative observations.
Standards 1, 7-9, and 10 are observed throughout the employee contract as the day to day responsibilities are met.

Observee _____ Content Area/Grade(s) _____

Observer _____ Position _____

<u>Classroom Observation Information</u>:

Date_____ Unit of Study/Lesson _____

Time_____ Academic Expectations (No.'s)_____ _____

<u>Ratings:</u>

Teacher Standards	<u>Met</u>	<u>Not Met</u>	<u>Growth Needed</u>
1. Demonstrates Professional Leadership	_____	_____	_____
2. Demonstrates Knowledge of Content	_____	_____	_____
3. Designs/Plans Instruction	_____	_____	_____
4. Creates/Maintains Learning Climate	_____	_____	_____
5. Implements/Manages Instruction	_____	_____	_____
6. Assesses and Communicates Learning Results	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Demonstrates Implementation of Technology			
Overall Rating	_____	_____	_____

Evaluatee's
Comments: _____

_____

Evaluator's
Comments: _____
(Additional page with anecdotal notes may be attached as evidence of standards)

Evaluatee _____ Agree with this formative evaluation

_____ Disagree with this formative evaluation

_____
Signature   Date

Evaluator: _____
Signature   Date

Tenured _____
Non-Tenured _____

Summative Evaluation for Certified Teachers

(This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area_____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s)   1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s)   1st _____ 2nd _____ 3rd _____ 4th _____

<u>Ratings:</u>

Teacher Standards	<u>Meets</u>	*<u>Does Not Meet</u>
1. Demonstrates Professional Leadership	_____	_____
2. Demonstrates Knowledge of Content	_____	_____
3. Designs/Plans Instruction	_____	_____
4. Creates/Maintains Learning Climate	_____	_____
5. Implements/Manages Instruction	_____	_____
6. Assesses and Communicates Learning Results	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____
9. Engages in Professional Development	_____	_____
10. Demonstrates Implementation of Technology		
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____   3. _____ 4. _____ 5. _____

6. _____ 7._____ 8. _____ 9. _____ 10. _____

Evaluatee's
Comments: _____

_____

Evaluator's
Comments: _____

To be signed after all information above has been completed and discussed:

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment

_____ Does not meet teacher standards for re-employment

Evaluatee _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

_____
Signature   Date

Evaluator: _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Adair County district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

EVALUATION FOR ADMINISTATORS
(Administrators Must be Evaluated Annually)

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc. This summarizes all the evaluative data, products, and performances, portfolio materials, professional development activities, conferences, and other documentation. All ISLLC Standards for Administrators, with performance indicators defined on following three pages, used as guidelines for determining whether six indicators are met).

Observee _____ Position_____

Observer _____Position_____

School/Work Site _____ Date of Conference _____

Standards for Administrators	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Vision: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
2. School Culture and Learning: Advocates, nurtures, and sustains school culture and instructional program conducive to student learning and staff professional growth.				
3. Management: Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.				
4. Collaboration: Collaborates with families and community members, responding to diverse community interests and needs, and mobilizes community resources.				
5. Integrity, Fairness, Ethics: Acts with integrity, fairness, and in an ethical manner.				
6. Political, Economics, Legal: Understands, responds to and influences				

the larger political, social, economic, legal, and cultural context.				

Post-Conference

Evaluatee Comments:

Evaluator Comments:

_____

To be signed after all information above has been completed and discussed and Growth Plan developed (copy of new Growth Plan to be attached to Summative Evaluation each year):

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Evaluatee _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

_____
Signature   Date

Evaluator: _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Adair County district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.
Media Specialist Data Collection Summary
(Formative Observation)

Standards 1-4, 5 and 6 are observed primarily through classroom observation during walk-thrus, using the eWalk instrument during walk-thrus, and during formative observations.
Standards 7-9 are observed throughout the employee contract as the day to day responsibilities are met.

Observee _____ Content Area/Grade(s) _____

Observer _____Position _____

Classroom Observation Information:

Date_____ Unit of Study/Lesson _____

Time_____ Academic Expectations (No.'s)_____

Ratings:

Teacher Standards	Met	Not Met	Growth Needed
1. Management/Administration of Media Center	_____	_____	_____
2. Exemplary Resources/Collection Development	_____	_____	_____
3. Provides Effective Library Media Services	_____	_____	_____
4. Enables Students/Effective Info. Users	_____	_____	_____
5. Manages Student Behavior	_____	_____	_____
6. Communicates Effectively	_____	_____	_____
7. Exhibits Professionalism	_____	_____	_____
8. Meets Job Expectations	_____	_____	_____
9. Demonstrates Implementation of Technology	_____	_____	_____
Overall Rating	_____	_____	_____

Evaluatee's
Comments: _____

_____

Evaluator's
Comments: _____
(Additional page with anecdotal notes may be attached as evidence of standards)

Evaluatee _____ Agree with this formative evaluation

_____ Disagree with this formative evaluation

_____
Signature   Date

Evaluator: _____

Signature   Date

Summative Evaluation for Media Specialist

(This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area_____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s)   1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s)   1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

Media Specialist Standards	Meets	*Does Not Meet
1. Management/Administration of Media Center	_____	_____
2. Exemplary Resources/Collection Development	_____	_____
3. Provides Effective Library Media Services	_____	_____
4. Enables Students/Effective Info. Users	_____	_____
5. Manages Student Behavior	_____	_____
6. Communicates Effectively	_____	_____
7. Exhibits Professionalism	_____	_____
8. Meets Job Expectations	_____	_____
9. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

   1. _____   2. _____   3. _____   4. _____   5. _____

   6. _____ 7. _____ 8. _____ 9. _____

Evaluatee's Comments:_____

_____

Evaluator's
Comments: _____

_____

School Counselor Data Collection Summary
(Formative Observation)

Standards 2-4 and are observed primarily through classroom observation during walk-thrus, using the eWalk instrument during walk-thrus, and during formative observations.
Standards 1, 5-10 are observed throughout the employee contract as the day to day responsibilities are met.

Observee _____ Content Area/Grade(s) _____

Observer _____Position _____

Classroom Observation Information:

Date_____ Unit of Study/Lesson _____

Time_____ Academic Expectations (No.'s)_____ _____

<div align="center">Ratings:</div>

Teacher Standards	Met	Not Met	Growth Needed
1. Program Management, Research, and Evaluation	_____	_____	_____
2. Developmental Guidance Curriculum	_____	_____	_____
3. Individual/Small Group Counseling	_____	_____	_____
4. Consultation/Collaboration	_____	_____	_____
5. Coordination	_____	_____	_____
6. Assessment	_____	_____	_____
7. Adheres to Professional Standards	_____	_____	_____
8. Demonstrates Professional Leadership	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Demonstrates Implementation of Technology	_____	_____	_____
Overall Rating	_____	_____	_____

Evaluatee's
Comments: _____

_____

Evaluator's
Comments: _____
(Additional page with anecdotal notes may be attached as evidence of standards)

Evaluatee _____ Agree with this formative evaluation

_____ Disagree with this formative evaluation

_____
       Signature   Date

Evaluator: _____
                  Signature   Date

Tenured _____
Non-Tenured _____

Summative Evaluation for Guidance Counselors

(This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area_____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s)   1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s)   1st _____ 2nd _____ 3rd _____ 4th _____

<u>Ratings:</u>

Counselor Standards	<u>Meets</u>	<u>*Does Not Meet</u>
1. Program Management, Research, and Evaluation	_____	_____
2. Developmental Guidance Curriculum	_____	_____
3. Individual/Small Group Counseling	_____	_____
4. Consultation/Collaboration	_____	_____
5. Coordination	_____	_____
6. Assessment	_____	_____
7. Adheres to Professional Standards	_____	_____
8. Demonstrates Professional Leadership	_____	_____
9. Engages in Professional Development	_____	_____
10. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

      1. _____   2. _____   3. _____   4. _____   5. _____

      6. _____   7. _____   8. _____   9. _____   10. _____

Evaluatee's Comments:_____

_____

Evaluator's

Comments: _____

To be signed after all information above has been completed and discussed:

Employment Recommendation to Central Office:

_____ Meets counselor standards for re-employment

_____ Does not meet counselor standards for re-employment

Evaluatee _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

_____
Signature   Date

Evaluator: _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Adair County district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Adair County Schools   School Year:
Individual Professional Growth Plan

Date: Name: Work Site:

Areas for Growth (Standards, Comprehensive Plan, Personal Growth)	Growth Objective/Goal(s) (described desired outcomes)	Procedures and Activities Achieving Goals and Objectives	Appraisal Method	Target Dates	Assistance Needed From:

Comments:

State of Development: Awareness   Preparation   Implementation   Refinement

	Review: Achieved: Revised: Continued:
Evaluatee Signature Date	Evaluatee Signature Date
Evaluator Signature Date	Evaluator Signature Date

Adair County Schools
Individual Professional Growth Plan (SAMPLE)

School Year: 2007-2008

Date: April 30, 2008   Name: Adair County Employee   Work Site: Adair County School

Areas for Growth (Standards, Comprehensive Plan, Personal Growth)	Growth Objective/Goal(s) (described desired outcomes)	Procedures and Activities Achieving Goals and Objectives	Appraisal Method	Target Dates	Assistance Needed From:
1. Standard 3- Designs/Plans Instruction Standard 6- Assesses/Communicates Learning Results	1. To align course assessment with the KY Program of Studies and Core Content	1. Attend PD on Open Response Assessment	1. PD report Lesson plans Principal observation	1. May 2008	1. Principal PD Coordinator WKU Writing Project
2. CSIP-Use of curriculum maps, pacing guides to plan instruction for 2007-08 school year	2. To improve student achievement by ensuring curriculum taught in sequence with Core Content, POS	2. Highlight curriculum as it is taught on the curriculum map and make notes of strategies and activities that need to be changed for next year. Continue to add instructional materials, assessments, etc. to my curriculum maps throughout the year.	2. Lesson plans Curriculum maps, pacing guides Principal observation	2. May 2008	2. Principal PD coordinator

Comments:

State of Development: Awareness   Preparation   Implementation   Refinement

_____ Evaluatee Signature Date _____ Evaluator Signature Date	Review: Achieved: Revised: Continued: _____ Evaluatee Signature Date _____ Evaluator Signature Date

Adair County Schools

Individual Corrective Action Plan

Date: Name: Work Site:

Title:

Standard No.	Growth Objective/Goal(s) (described desired outcomes)	**Procedures and Activities for Achieving Goals and Objectives** (including support personnel)	Target Dates

(Attach more pages if necessary)

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	**Status Achieved Revised Continued**
Evaluatee's Signature Date	Evaluatee's Signature Date
Evaluator's Signature Date	Evaluator's Signature Date

Progress Review Meetings

Date: **Comments:**